

Parent Engagement in the Individualized Education Program (IEP) Process

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Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Outcomes for This Session

Participants will:

- Describe the special education timelines from evaluation through IEP development and implementation
- Gain techniques to enhance their participation in the IEP process
- Access resources related to the current IEP process in Pennsylvania

Agenda

- Communication Skills
 - Establishing a collaborative relationship and maintaining a positive rapport
- Understanding the IEP Process
- Exploring Resources
 - Website
 - Publication Discovery Activity

Creating Family-School Partnerships



- https://www.youtube.com/watch?v=gDY9dTnOTr8&feature=player_detailpage

How do you feel?



How do you feel...

Family-School Partnership Standards

A circular diagram illustrating the Family-School Partnership Standards. At the center is a cartoon illustration of a boy with brown hair, wearing an orange t-shirt and black shorts, standing on a green patch of grass. He is holding hands with two other hands, one labeled 'HOME' and the other 'SCHOOL'. Above him, the text 'BETTER TOGETHER' is written in a stylized font. Below him, the text 'HOME-SCHOOL PARTNERSHIP' is written. Surrounding this central image are six blue rounded rectangular boxes, each containing a standard, connected by a thin blue line. The standards are: Welcoming All Families Into the School Community (top), Communicating Effectively (top-right), Supporting Student Success (bottom-right), Speaking Up for Every Child (bottom), Shared Decision-Making (bottom-left), and Collaborating with Community (top-left).

- Welcoming All Families Into the School Community
- Communicating Effectively
- Supporting Student Success
- Speaking Up for Every Child
- Shared Decision-Making
- Collaborating with Community



Parents are Members of the Team

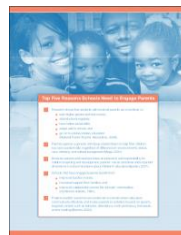
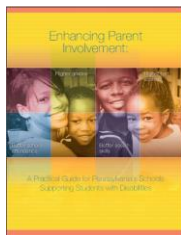
Successful Teams

- View each member as important
- Clarify each member's role
- Work together
- Are committed



Research Shows...

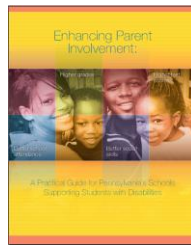
- Schools that have engaged parents benefit from:
 - Improved teacher morale;
 - Increased support from families; and
 - Improved collaboration across the schools' communities



*Top Five Reasons Schools Need to Engage Parents, PaTTAN publication
Henderson & Berla, 1994*

Research Shows...

- Students with involved parent are more likely to:
 - Earn higher grades and test scores;
 - Attend school regularly;
 - Have better social skills; and
 - Go on to post secondary education




*Top Five Reasons Schools Need to Engage Parent, PaTTAN publication
National Parent Teacher Association, 2009*

COMMUNICATION



Communication





- One way
 - Teacher → Parent
 - Parent → Teacher
- Two way
 - Teacher ↔ Parent
 - Parent ↔ Teacher



Can you hear me now?

Effective Home - School Communication



- One way
 - Teacher  Parent
 - Parent  Teacher
- Two way
 - Teacher  Parent
 - Parent  Teacher

[illegible]

- Written Communication
 - Letters/Newsletters
 - Communication book/notebook, daily or weekly
 - Parent Surveys
 - Report cards
 - IEP process
 - Websites; email
 - Blogs



“Real Time” Communication

- Phone calls
- Parent Teacher Conference
- Technology
 - Go To Meetings
 - Video Conference
 - FaceTime
 - Skype



He Said What?



SPECIAL EDUCATION: HOW THE PROCESS WORKS



therapists
students
General education teachers
special education teachers
administrators
parents

Special Education Processes

Child Find

Referral/Screening

Evaluation and Reevaluation

IEP

NOREP/PWN

Child Find

The Child Find Process- Annually

- LEAs must have a system in place to locate and identify children thought to be eligible for special education
- Description of special education programs and how parents can request evaluation must be made public
 - Written information must be published in LEA handbook and web site

What does that mean?

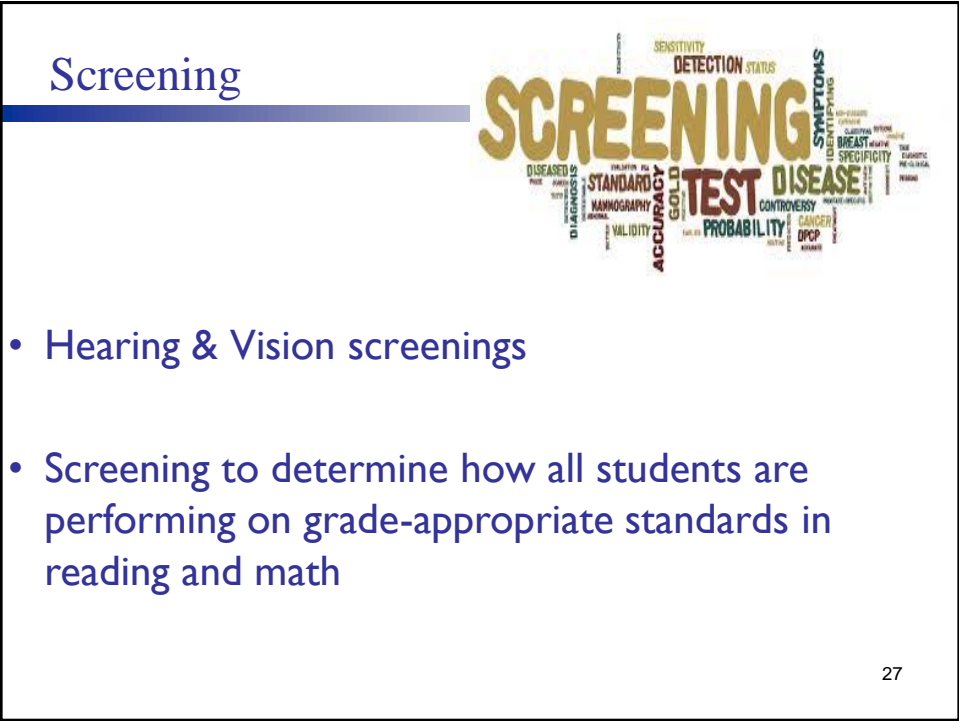


- School staff need to be aware of and let parents know where information is located regarding child find, screening procedures and the evaluation process
- School personnel, especially classroom teachers, need to know when and how to make a referral for an evaluation

Referral/Screening

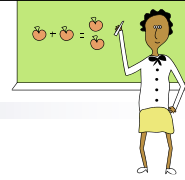
Screening

- Hearing & Vision screenings
- Screening to determine how all students are performing on grade-appropriate standards in reading and math



- # Screening
-
- Hearing & Vision screenings
 - Screening to determine how all students are performing on grade-appropriate standards in reading and math
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What does that mean?



The LEA must

- Determine if the student was provided with appropriate instruction in reading and math
- Assess the student's performance in relation to grade level standards (if student has academic difficulties)
- Observe the student's behavior in the environment where the problem behavior is happening (if student has behavioral difficulties)

Referral

Screening information can suggest that the student may have a disability and be in need of special education services



What does that mean?

- Screening and/or other information about the student can result in a referral
- A parent can request evaluation at any time
- Professional personnel employed by the LEA may refer a student for evaluation

Evaluation and Reevaluation

The Evaluation Team

“A group of qualified professionals
and the parent ”

- In PA must include a certified school psychologist unless evaluating for deaf-blindness, deaf/hard of hearing, speech/language impairment, visual impairment and/or orthopedic impairment

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The Role of the Evaluation Team

The evaluation team must determine if the child is eligible for special education with the two-prong test

1. Does the child have a disability by definition?
2. Does the child have need for specially designed instruction?

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Forms Related to Evaluation (Reevaluation)

- *Permission to Evaluate-Request*
 - Sent to the parent within 10 calendar days if parent makes oral request for an evaluation
 - Documents parent's request in writing
- *Permission to Evaluate-Consent with NOREP/Prior Written Notice*
 - Documents parental consent

Forms Related to Evaluation (Reevaluation)

- *Agreement to Waive Reevaluation*
 - Waiver recommended by LEA
 - Parent must agree reevaluation unnecessary
 - Never for student with intellectual disability
- *Evaluation/Reevaluation Report*
 - Summarizes testing and assessments, information from parents, classroom observation(s)
 - Determines eligibility/continued eligibility

IEP



- Summarizes child's current skills/abilities and established education goals for 12-month period
- Documents child's eligibility for special education services
- Formalizes, in writing, the LEA's plan for providing a free appropriate public education that will meet the child's needs in the LRE

The IEP Team

- The student's parent(s)
- The LEA representative
- A general education teacher
- A special education teacher
- Someone who can interpret the results of assessments (may be an existing team member)
- Others as appropriate



IEP Team Meeting

- Develop program based on student needs
 - Progress monitoring defined– how and when
- Annual IEP meetings
 - To review progress and services
 - Make changes to services or not



IEP

- Parents must give consent for initial services
- If parents disagree
 - Team meeting
 - Mediation
 - State complaint
 - Due process hearing



Forms Related to IEP

Invitation to Participate in the IEP Team/ Other Meeting

- Student must be invited if discussing transition services
- LEA must provide interpreter/accommodations
- LEA must notify parents to ensure participation

Form: *Individualized Education Program (IEP)*

Written statement of the educational program designed to meet child's individual needs

- | | |
|--|--|
| • Demographics | • Program Modifications and Specially Designed Instruction |
| • Special Considerations | • Related Services |
| • Present Levels | • Supports for School Personnel |
| • Transition Services | • Extended School Year |
| • Participation in Statewide/Local Assessments | • Educational Placement |
| • Goals/Objectives | • PennData Reporting |
| • Progress Monitoring | |

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Forms Related to IEP

Parental Consent to Excuse Members from Attending the IEP Team Meeting

Any IEP team member may be excused.

- If area of curriculum/service not being discussed/modified
 - Parent agrees in writing
- If area is being discussed/modified
 - Parent gives written consent
 - Member submits written report to parent/IEP team prior to meeting

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Notice of Recommended Educational
Placement/Prior Written Notice
(NOREP/PWN)

NOREP/PWN

Notice of Recommended Educational Placement/Prior Written Notice

Summarizes for parent recommendations for child's program/other actions taken by LEA

- Identification/evaluation/placement
 - Proposal or refusal
- Services
- Disciplinary change of placement
- Exiting special education
 - Graduation/Age/Revocation/No longer eligible
- Extended School Year services
- Independent Educational Evaluation

NOREP/PWN

- Outlines the student's recommended educational placement/other placement options that were considered
- Parent must agree before providing initial services to the student
- Parent must agree before change in evaluation, identification or educational placement
- Reminder: Prior Written Notice must be issued when requesting consent to evaluate or reevaluate

So, let's review

1. Students are located and identified through the _____ process.
2. The two-pronged test for eligibility is
 - The student has a _____.
 - The student has a need for _____ instruction.
3. A _____, _____ education teacher, _____ education teacher, and _____ Representative are required members of an IEP team.
4. The _____ is the form issued to explain any action taken by the LEA.

Numbers to Remember: 10 30 60

1. The LEA must complete the Evaluation Report or Reevaluation Report within _____ calendar days of receipt of parent consent (not including summer).
2. The IEP must be developed within _____ calendar days of completion of the ER/RR.
3. The IEP must be implemented as soon as possible but no later than _____ school days after the IEP meeting.

Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

School Age

Student's Name: _____
IEP Team Meeting Date (mm/dd/yy): _____
IEP Implementation Date (Projected Date when Services and Programs Will Begin): _____
Anticipated Duration of Services and Programs: _____
Date of Birth: _____
Age: _____
Grade: _____
Anticipated Year of Graduation: _____
Local Education Agency (LEA): _____
County of Residence: _____
Name and Address of Parent/Guardian/Surrogate: _____
Phone (Home): _____
Phone (Work): _____
Other Information: _____

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

Date of Revision(s)	Participants/Roles	IEP Section(s) Amended

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October 2009 Revisions

Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student's program and placement. The student's parent(s), the student's special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

Role	Printed Name	Signature
Parent/Guardian/Surrogate		
Parent/Guardian/Surrogate		
Student*		
Regular Education Teacher**		
Special Education Teacher		
Local Ed Agency Rep		
Career/Tech Ed Rep***		
Community Agency Rep		
Teacher of the Gifted****		

* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.

** If the student is, or may be, participating in the regular education environment.

*** As determined by the LEA as needed for transition services and other community services

**** A teacher of the gifted is required when writing an IEP for a student with a disability who also is gifted.

One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.

Understanding the IEP

I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP.

Is the student blind or visually impaired?

☐ Yes

The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

☐ No

Is the student deaf or hard of hearing?

☒ Yes

The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at www.pattan.net

☐ No

Does the student have communication needs?

☐ Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

☐ No

Does the student need assistive technology devices and/or services?

☐ Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

☐ No

Does the student have limited English proficiency?

☐ Yes

The IEP team must address the student's language needs and how those needs relate to the IEP.

☐ No

Does the student exhibit behaviors that impede his/her learning or that of others?

☒ Yes

The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at www.pattan.net

☐ No

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October 2009 Revisions

Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Other (specify):

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student's disability

III. TRANSITION SERVICES - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

POST SCHOOL GOALS - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:



V. GOALS AND OBJECTIVES - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress

SHORT TERM OBJECTIVES - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks

Understanding the IEP

Measurable annual goals are:

- Directly related to the needs as indicated on the ER or in review of the IEP.
- Directly related to the present education levels and to the general education curriculum.

Understanding the IEP

Measurable annual goals

- Must have a measurable ending point which is determined by:
 - knowing the current starting point as indicated in the present levels of educational performance (PLAAFP)
- and*
- projecting where the student will be performing by the end of one year.

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Understanding the IEP

Measurable annual goals include:

- Condition
- Student's Name
- Clearly Defined Behavior
- Performance Criteria
 - Criterion level
 - Number of times needed to demonstrate criterion level
 - Evaluation schedule

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Understanding the IEP

Measurable annual goals:

Condition

- Describes the condition under which the student will perform the behavior.
Ex. During lectures in math and science.....
- Requires a clear description of the assessment material that will be used to evaluate the learning outcome.
Ex. Given a fourth grade reading passage...

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Understanding the IEP

Measurable annual goals:

Clearly Defined Behavior

- Describe the behavior in measurable terms
- Ask what will the student actually **DO?**
 - Examples:
 - Says, prints, writes, reads orally...
 - Non-examples:
 - Understand, know, recognize, learn, improve, pay attention to, demonstrate the ability to, ...

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Understanding the IEP

Measurable annual goals:

Performance Criteria

- Includes three components
 1. Criterion Level
 - The level the student must demonstrate for mastery
 2. Number of Times Needed to Demonstrate Criterion Level
 - How consistently the student needs to perform the skill(s) before it's considered "mastered"
 3. Evaluation Schedule
 - How frequently the teacher plans to assess the student

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Understanding the IEP

Measurable annual goal example:

- ♦ During reading class, John will decrease calling out in class to 5 times per day for five consecutive days using scatterplot recording.

Condition: During reading class

Name: John

Behavior: (decrease) calling out in class

Performance criteria:

criterion level: 5 times per day

of times: five consecutive

evaluation schedule: days (daily)

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Understanding the IEP

Measurable annual goals:

What is Missing?



Understanding the IEP



Measurable annual goals: Just Checking

Example:

Given a random selection of 20 words from a pool of 100 words with a CVC or CVCC pattern, Eva will spell 95% of the words correctly on three consecutive weekly spelling tests.

Activity: Identify the parts. Are any missing???

Understanding the IEP



Measurable annual goals: *Just checking*

Example:

Larry will solve addition problems with and without regrouping 5 out of 5 times.

Activity: Identify the parts. Are any missing???

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Understanding the IEP



Measurable annual goals: *Just checking*

Example:

Given 5 opportunities to ask a question, Seth will raise his hand and wait to be called with 100% accuracy on 3 consecutive sets of opportunities as measured on a weekly checklist.

Activity: Identify the parts. Are any missing???

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Understanding the IEP

Measurable annual goals include:

- Condition
- Student's Name
- Clearly Defined Behavior
- Performance Criteria
 - Criterion level
 - Number of times needed to demonstrate criterion level
 - Evaluation schedule

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Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:


VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS - Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration
				

B. RELATED SERVICES - List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration
				

C. SUPPORTS FOR SCHOOL PERSONNEL - List the staff to receive the supports and the supports needed to implement the student's IEP.

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration

Understanding the IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
Student's Name:

VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:



Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:



Understanding the IEP

Student's Name:

B. Type of Support

1. Amount of special education supports



- ☐ Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- ☐ Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- ☐ Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

2. Type of special education supports



- ☐ Autistic Support
- ☐ Blind-Visually Impaired Support
- ☐ Deaf and Hard of Hearing Support
- ☐ Emotional Support
- ☐ Learning Support
- ☐ Life Skills Support
- ☐ Multiple Disabilities Support
- ☐ Physical Support
- ☐ Speech and Language Support

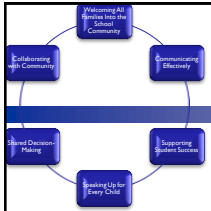
C. Location of student's program

Name of School District where the IEP will be implemented: _____

Name of School Building where the IEP will be implemented: _____

Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

- ☐ Yes
- ☐ No. If the answer is "no," select the reason why not.
 - ☐ Special education supports and services required in the student's IEP cannot be provided in the neighborhood school
 - ☐ Other. Please explain: _____



Connect these principles to the IEP Process

- Families are greeted when arriving for their child's IEP
- Families are encouraged to actively participate in IEP meetings
- A transition coordinator is assigned to students with IEPs at age 14
- Families are provided any and all documents prior to participating in an IEP meeting
- Families are made aware of all least restrictive opportunities available to their child
- There is a community based curriculum in place for students and are families aware of community based experiences for their child

Resources...

- Families and Schools Together (FAST – familiesandschoolstogether.org)
- PTO TODAY (ptotoday.com)
- National PTA (everychild.onevoice)
- Learning Leaders (learningleaders.org)

Resources...

- [National Standards for Family-School Partnerships](#)

What parents, schools, and communities can do together to support student success.

- [Report: The Positive Relationship Between Family Involvement and Student Success](#)

A discussion of the finding connecting parent involvement to higher levels of student achievement.

PaTTAN website review

<http://www.pattan.net/>



ConsultLine 1-800-879-2301

PaTTAN Resources

Exploring Resources

- Select a “Publication” that is on your table and complete the graphic organizer
 - Title-What I Learned-Who may benefit-How I will share/next step
- Select another and repeat
- Share your favorite item-Shout Out!

Contact Information

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